



# THE PROFILE OF THE MOUNTAIN/ PARKVIEW STUDENT OF TODAY...



...IS NOT THE PROFILE  
OF THE  
MOUNTAIN/PARKVIEW  
STUDENT OF  
YESTERDAY

# Today's Student at Mountain and Parkview are ...

1

- Diverse

2

- Exceptional

3

- Uniquely Challenging



Mountain/Parkview  
students can come from  
all areas of Hamilton,  
diverse backgrounds, and  
classroom settings:

# What this means...

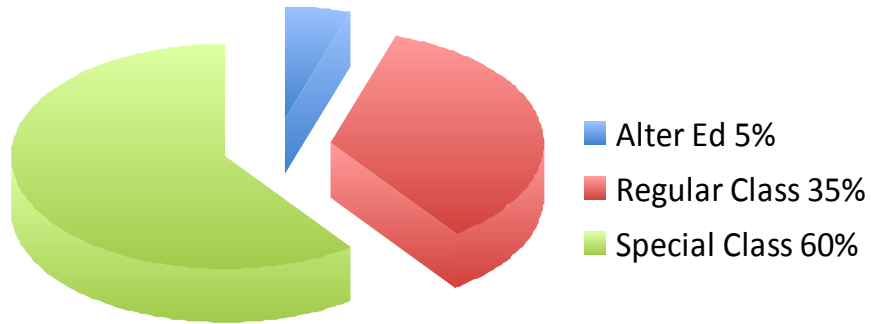
**The majority of Mountain/Parkview students often come from a classroom that:**

- Was highly structured with an emphasis on routine.
- Had no more than 12 students, with one teacher and Educational Assistant support
- Followed a curriculum that was modified to meet their individual needs.
- Generally interacted with one set of classroom peers.
- Had one core teacher with one teaching and classroom management style.

# STUDENTS COME FROM A VARIETY OF CLASSROOM SETTINGS

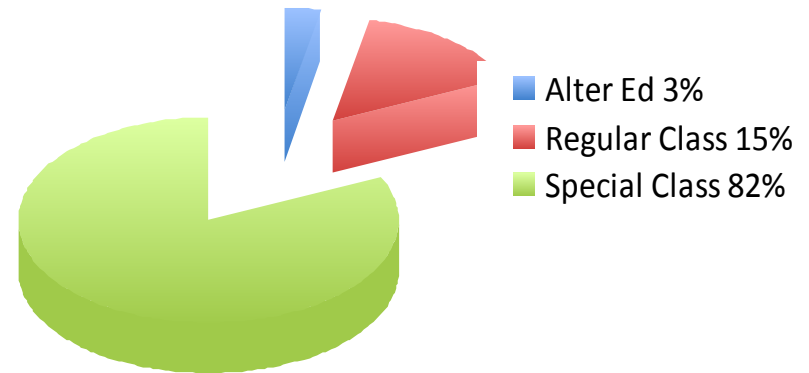
## Parkview

Grade 8 Classroom setting



## Mountain

Grade 8 Classroom setting



# What are the challenges for many of our students?

- Reading their timetable
- Navigating the school and new social situations
- Finding assigned lockers
- Remembering lock combinations
- Fearful to ask for help
- Remembering and learning new school routines
- Transitioning to more significant academic demands

# For Example:

**Managing the change of eating lunch in a secondary school setting is a struggle and a source of anxiety for many of our students**

Where to eat?

Where to sit?

Who are my friends?

What food to order?

What is the correct amount to pay?

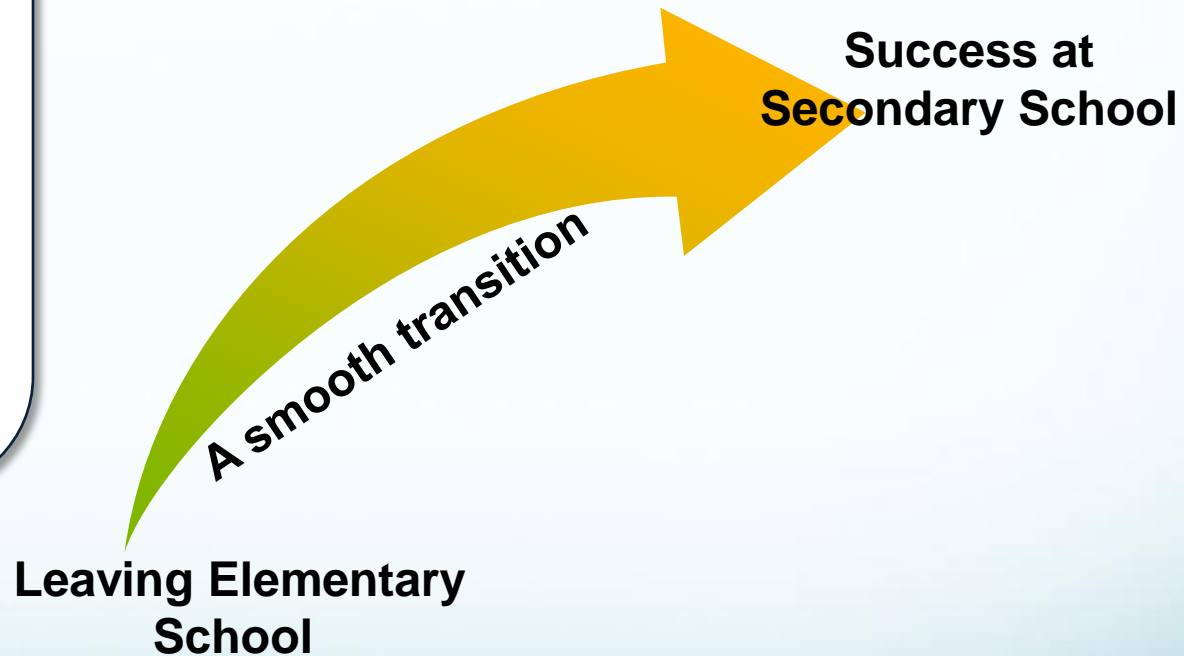
Coping with a busy lunchroom environment.



# Transitioning to Secondary School

A smooth transition for new Grade 9 students coming from Elementary School Classes is imperative. Success needs to be experienced from the moment the student enters the doors of a Secondary Educational setting.

**Preparation is key!**



# **Transition to Mountain/Parkview:**

## **Classroom Setting**

**Educational Assistants and other support staff are involved in at least 3 of 4 grade nine classes;**

**Year-long core courses, allowing for continuity, consistency, and mastery of expectations;**

# Transition to Mountain/Parkview:

## *Why It Works?*

**A small educational environment allows for greater personal engagement between transitioning students and all staff members (Caring Adults - from administration to custodial);**

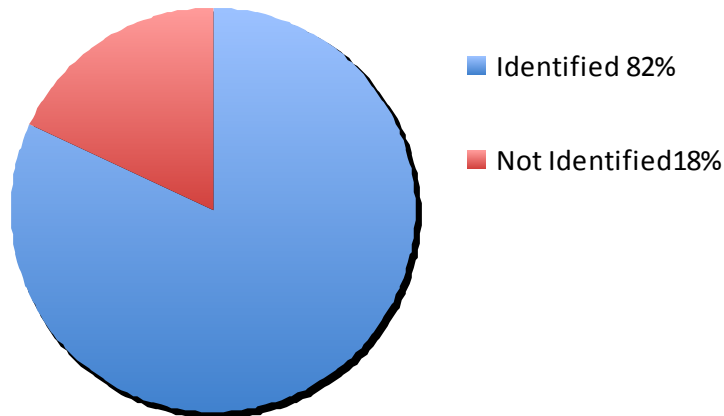
**Ongoing review and support from Guidance, Resource, Nya-Weh program, Classroom teachers, Caring Adults and Community Agencies to assist students with all areas of need to ensure transition to secondary setting remains successful**

# Mountain/Parkview

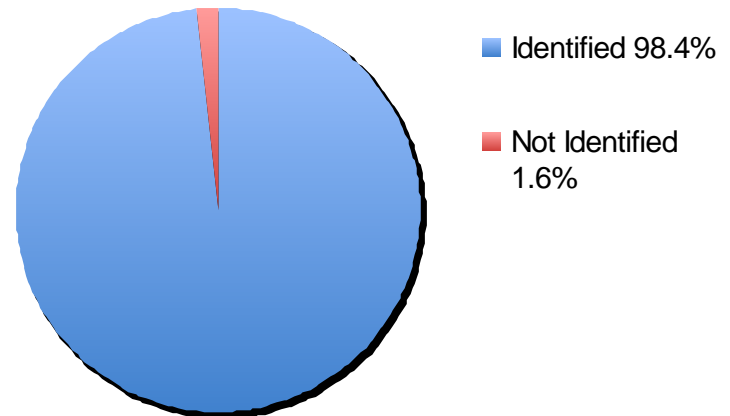
## Identification Statistics

- **Parkview:** 82% of students currently identified as exceptional and have an Individual Education Plan
- **Remaining 18% have an Individual Education Plan**
- **Mountain:** 98.4% of students currently identified as exceptional and have an Individual Education Plan
- **Remaining 1.6% have an Individual Education Plan**

Parkview data



Mountain data



# EXCEPTIONAL

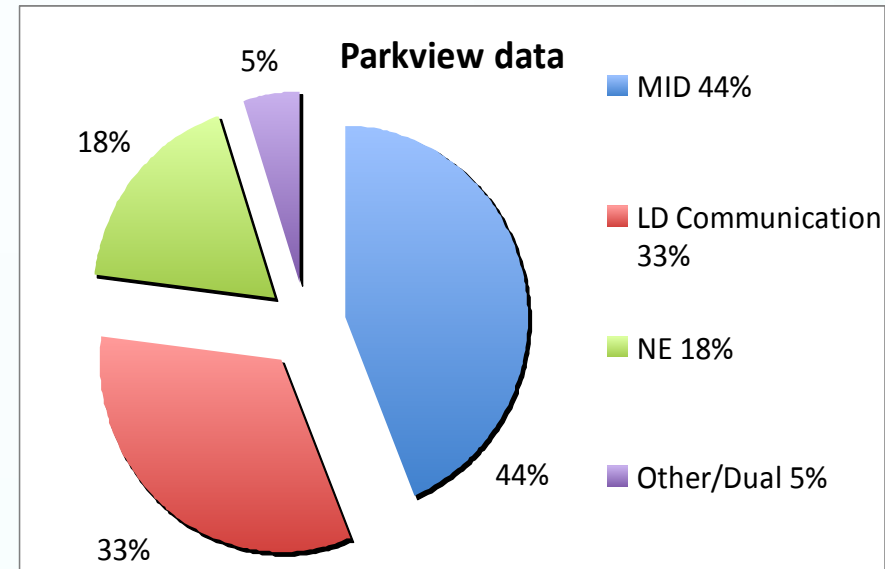
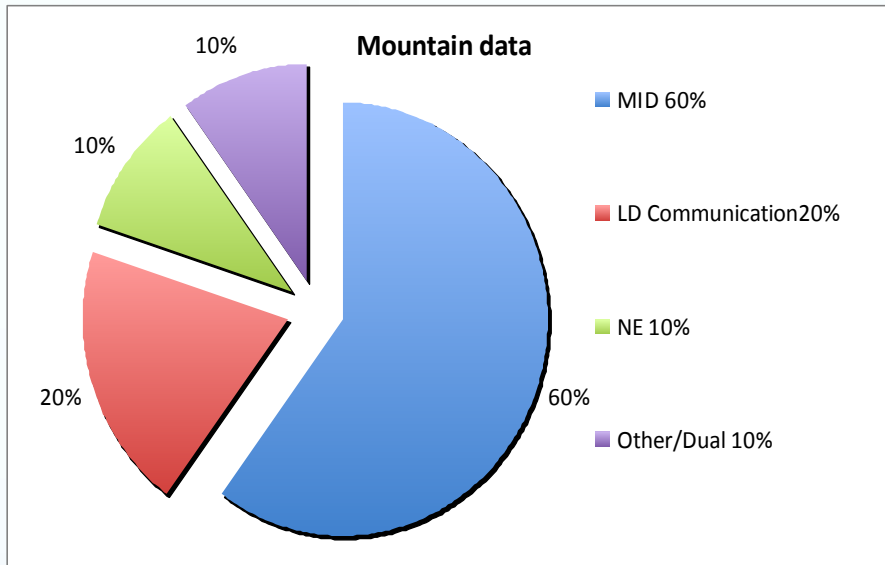
## Exceptional Pupil:

A pupil whose behavioural, communication, intellectual, physical, or multiple exceptionalities are such that he or she is considered to need placement in a special education program.

### **Common Exceptionalities of Mountain and Parkview Students:**

<b>MID</b>	Mild Intellectual Delay
<b>Communication-LD</b>	Learning Disability
<b>Communication-ASD</b>	Autism Spectrum Disorder
<b>Behaviour</b>	Behaviour problems that adversely affect educational performance
<b>Multiple</b>	Has been Identified with more than one Exceptionality
<b>NE</b>	Not Identified as Exceptional

# Exceptionality by Category

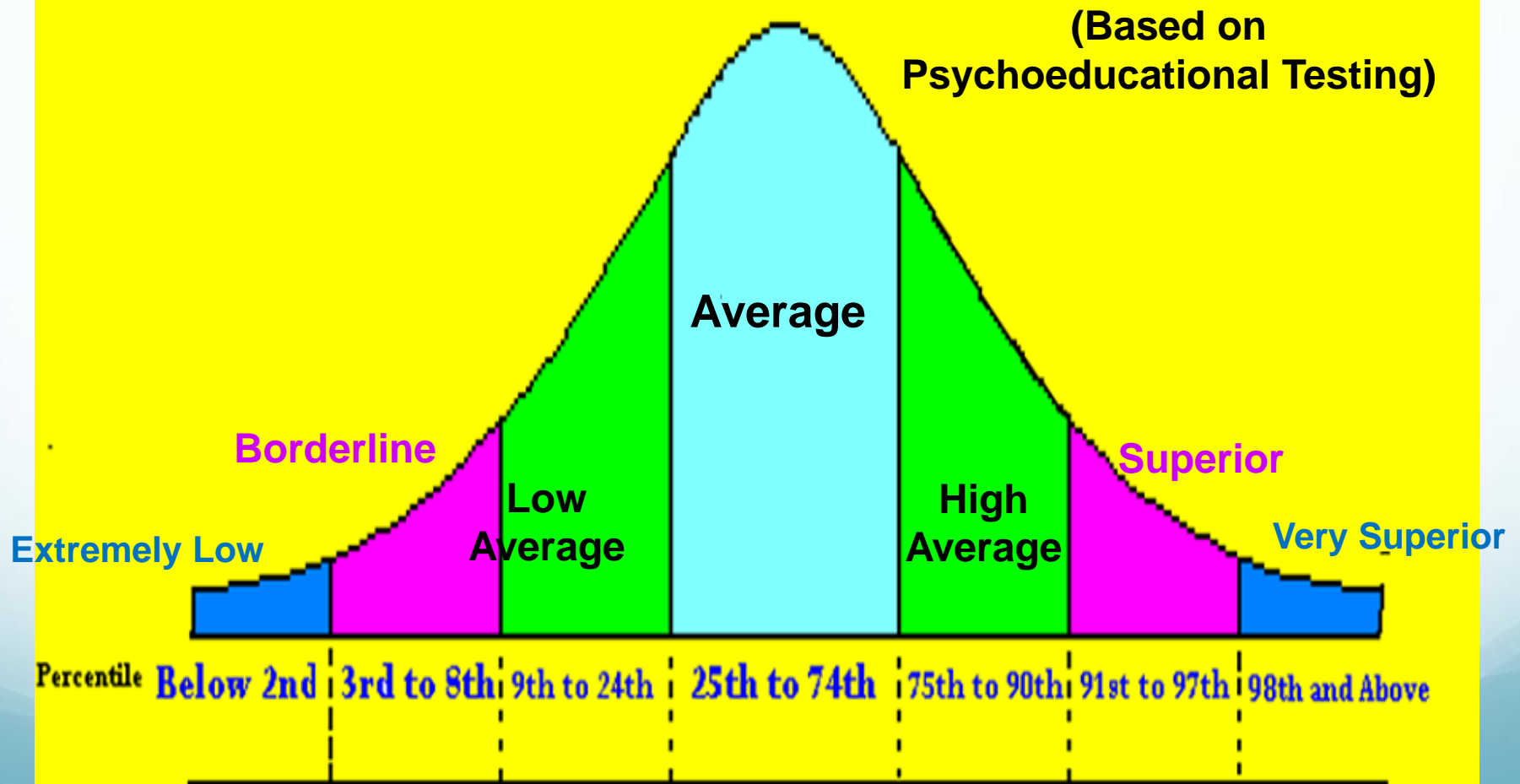


\*Other/ Dual: represents exceptionalities such as Autism, Behaviour, Speech and Language Impairments, Physical and Hearing Disabilities, etc.

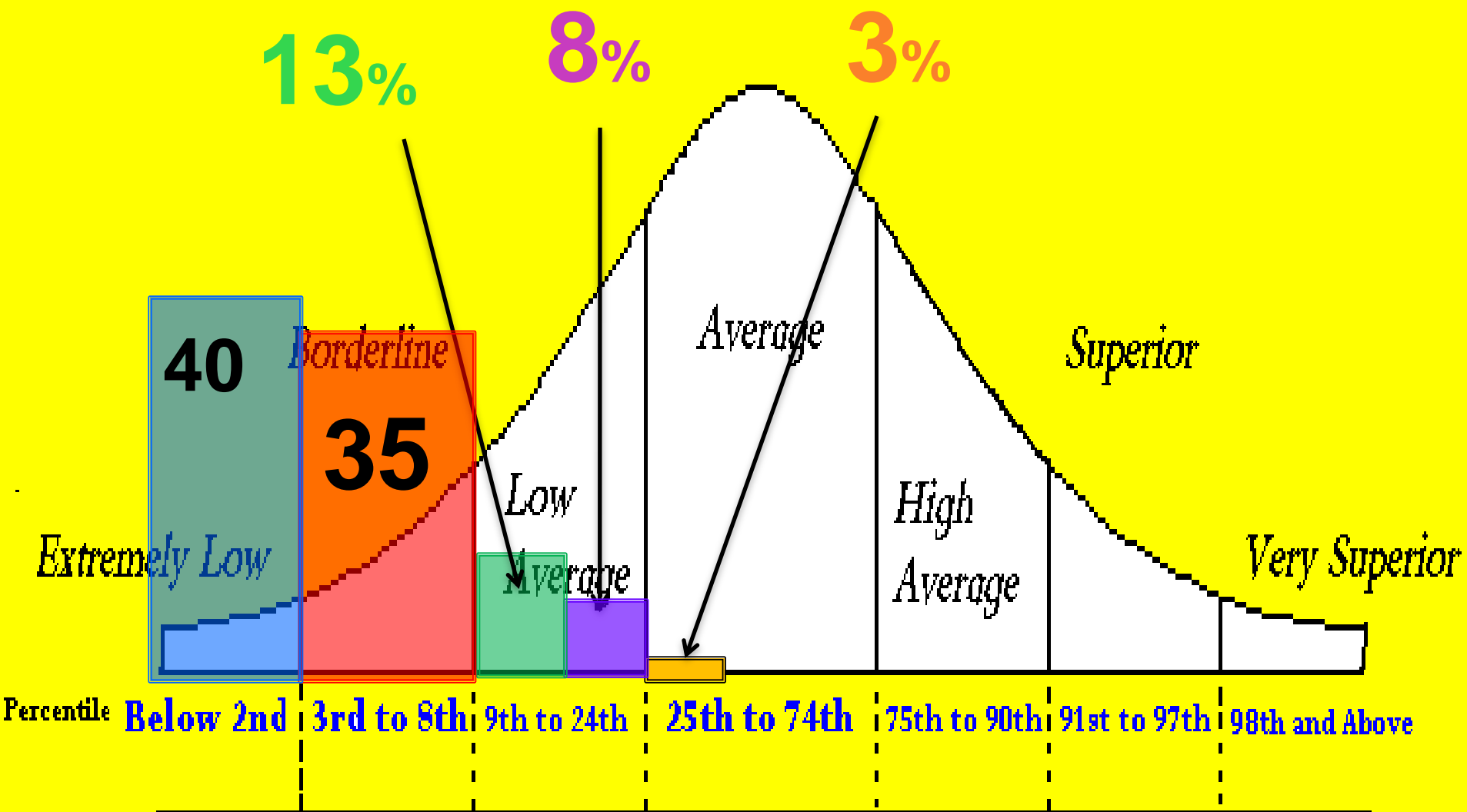
100% of our students are on I.E.P.s and have been **"placed"** into Secondary School, rather than **"promoted."**

\*Other / Dual represents exceptionalities such as Autism, Behaviour, Speech and Language Impairments, Physical and Hearing Disabilities, etc.

# Classifications Used in all Following Data



# How do Mountain and Parkview students compare to the “Norm”?





# Basic Skills

***Students entering Mountain and Parkview have reading comprehension and math challenges.***

**Average *Reading Comprehension* Grade Equivalency is approximately:**

<b><i>Parkview</i></b>	<b>3.1</b>
<b><i>Mountain</i></b>	<b>3.0</b>

**Average *Computational Skills* Grade Equivalency: 3.3**

# What do we need to consider when differentiating instruction?

## Verbal Comprehension

- student difficulty with grasping lecture-style instruction
- students struggle with listening to long passages and being asked to answer questions
- students struggle with following multi-step oral instructions
- a need to minimize background noise and discussion while students are learning

# Working Memory

- remembering oral information (e.g., multi-step instruction)
- maintaining attention and concentration
- multi-tasking (will need step-by-step written/pictorial instruction; will need to be assigned one task at a time)
- solving multi-step problems in Mathematics
- decoding (breaking words down)
- reading comprehension (understanding what you have just read)

# Processing Speed

- processing verbal information (e.g., if asked a question, the student may take much time to formulate an oral response; might appear to be daydreaming or unengaged)
- copying information quickly and accurately
- completing tasks in an allotted time
- keeping up and contributing to class discussions

# Perceptual Reasoning

- understanding visual information (e.g., grasping information on blackboard or smart board, etc.)
- doing math (patterning, visual sequencing, long division, etc.)
- demonstrating good executive function (e.g., may misunderstand social cues or appropriate interactions)
- comprehending maps, grids, graphs, etc.
- coping if too much learning is presented through pencil & paper seatwork
- understanding abstract concepts (verbal and visual); learning has to be concrete and related to real life experiences

# Other contributing factors that may be affecting Mountain and Parkview students

- Drug and Alcohol Abuse

- Crown Ward Status and CAS involvement

- Adoption

- Generalized Anxiety Disorder

- Social Anxiety Disorder

- Obsessive Compulsive Disorder

- FASD

- Attachment Disorder

- Tourette Syndrome

- Self-Esteem / Self Confidence Issues

- Depression Issues

- Puerile coping and reasoning skills

# Plus other

..... Attention and Behaviour Disorders such as .....

- **Oppositional Defiance Disorder**
- **Post Traumatic Stress Disorder**
- **Intermittent Explosive Disorder**
- **Disruptive Behaviour Disorder**
- **Conduct Disorder**
- **ADHD**

# More information about our students....

**44%** of the grade 9 and 10 students have either diagnosed **ADHD** or **clinically severe attention issues**.

**8%** of the grade 9 and 10 students have formally diagnosed conditions such as **Post Traumatic Stress Disorder, Anxiety Disorder, Oppositional Defiance Disorder, Disruptive Behaviour Disorder, etc.**



# WHAT DO OUR STUDENTS TELL US THEY BENEFIT FROM?

- *To be part of a community, within which they feel they belong,*

- *To feel equal to their peers*

- *Adults and mentors who will assist them with self-regulation, rather than trying simply to curb their behaviours,*

- *Adults who are aware of and empathetic towards their social-emotional / behavioural needs*

- *Teachers and Educational Assistants to know their strengths and needs, and program accordingly*

- *Small, personal environments so they can be successful,*

# Thank you

**Wanda Bielak & Paul Beattie**

**September 2011**